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ABSTRACT

This book reviews and summarizes recent research into the intellectual, emotional and creative development of young gifted children. An introductory section includes the following: "Early Signs of Giftedness: Research and Commentary" (Abraham Tannenbaum); "Creative Giftedness in Children" (Robert Sternberg and Todd Lubart); and "Cultural Constraints on Cognitive Enrichment" (Karsten Hundeide). Part II examines early development of giftedness in "A Developmental View on the Early Identification of the Gifted" (Frances Horowitz) and "The Early Development of Three Profoundly Gifted Children of IQ 200" (Miraca Gross). Part III examines precocious mental powers and processes in young children, and includes the following papers: "The Use of Standardized Tests with Young Gifted Children" (Nancy Robinson and Halbert Robinson); "Precocious Reading of English: Origins, Structure, and Predictive Significance" (Nancy Jackson); and "The Learning Game" (Lannie Kanevsky). Part IV explores enhancing the environments of gifted children in "Mediating the Cognitive, Social, and Aesthetic Development of Precocious Young Children" (Pnina Klein) and "Early Interactions and Metacognitive Development of Preschoolers" (Ellen Moss). A final section places early giftedness in a social context, in two papers: "Moral Reasoning, Moral Behavior, and Moral Giftedness: A Developmental Perspective" (Golda Rothman) and "Meeting the Educational Needs of All Students in the Heterogeneous Class" (Rachel Ben Ari and Yisrael Rich). Papers include references. (PB)

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